

Ashburnham Community School Pupil Premium Strategy and Self-Evaluation 2020-21

1. Summary information					
School	Ashburnham Community School				
Academic Year	2020-21	Total PP budget	£130,465	Date of most recent PP Review	Feb 21
Total number of pupils	209	Number of pupils eligible for PP	121	Date for next internal review of this strategy	Sept 21

2. Current attainment		
<u>Whole School (Rec to Yr 5) Summer 2020 Internal Assessment Data - Baseline post-lockdown</u>	<u>Whole School (Rec to Yr 5)</u>	<u>PP (Rec to Yr 5)</u>
% achieving at/above expected standard in Reading	55	53
% achieving above expected standard in Reading	12	9
% achieving at/above expected standard in Writing	NA	NA
% achieving above expected standard in Writing	NA	NA
% achieving at/above expected standard in Maths	62	54
% achieving above expected standard in Maths	12	7
3. Intended outcomes 2019-20		
A.	Raising attainment and achievement of PP children	

B.	Raising self esteem
C.	Providing safe and stimulating environment.
D.	Provide breakfast, extra-curricular activities and enrichment activities
E.	Developing equality for access through opportunities for cultural capital

Review of expenditure 2019-20 £137,280

Quality teaching for all

Action	Intended outcome	Impact	Lessons learned
CPD for staff	To improve high quality first teaching and pastoral support and address key barriers to learning. Areas to include : Senior leaders working on coaching, fluency, vocabulary gap, SEN, Mrs Wordsmith, PSHE	<p>Improved subject knowledge</p> <p>Improved pedagogical knowledge</p> <p>Improved understanding of curriculum; staff able to implement curriculum changes</p> <p>Improved communication and sharing of work and expertise between staff in year groups and across the federation</p> <p>Changes to feedback policy reduced workload</p> <p>Staff have good understanding of safeguarding and behaviour policies and procedures as well as trauma based approaches; staff able to take appropriate and effective action when needed</p>	<p>Continue with regular year group and cross-federation meetings to share expertise and workload between class teachers and subject leads</p> <p>Staff training to focus on recovery curriculum, trauma approaches and safeguarding in light of extended school closure</p> <p>Continue to develop curriculum and share with staff through INSET and subject meetings - need to focus on adapting curriculum in light of extended school closure and based on assessment</p> <p>Ensure new staff are trained in safeguarding, behaviour and trauma approaches</p>
Coaching for staff	<p>To improve quality first teaching to ensure AFL and behaviour for learning are outstanding.</p> <p>To ensure our NQTs, NTQ+1 and teachers new to Ash continue to be supported in their practice for quality first teaching and know best practice for dealing with children with social and emotional needs:</p>	<p>All coaching and performance management observations reported excellent behaviour and learning of pupils in class</p> <p>NQTS and NQT+1 were outstanding by end of year.</p>	<p>Continue with coaching cycles for staff. Focus on areas of the curriculum with significant changes (e.g. Humanities)</p> <p>NQT to receive regular observations and support from mentor</p> <p>NQT+1s to receive regular observations/support and meetings with performance manager</p>

	CPD to include behaviour coaching: AFL CPD in core/foundation subjects	Reduction in recorded behaviour incidents involving PP pupils Additional support put in place for teachers if needed All PM targets met (with exception of those not possible due to school closure)	
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Targeted pupil support

Action	Intended outcome	Impact	Lessons learned
Year 6 Maths Intervention & booster by Maths Leader, same day intervention	Delivering high quality maths intervention and for targeted children to make at /above expected levels of progress.	Pupils taught in two mixed attaining groups, both groups with high proportion of PPG pupils. The ratio of adults and mix of pupils was very successful	The mixed attaining grouping prevented a negative effect of lowered aspirations.
Year 6 Writing Intervention: taught by experienced teachers in a mixed group	To support better targeting of PPG pupils in a small group setting (but with the benefits of a mixed attainment cohort), with a particular focus on syntax in order to make ARE by the end of Y6	75% of pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data)	The mixed group was a more successful model than the previous years. To be repeated.
Year 6 reading Intervention & booster by assistant head,	Reading intervention 5 days per week. Key focus on comprehension New texts available in class book corners Promoting of recommended reads	Question level analysis of results indicates good level of attainment in relation to comprehension questions. All pupils made good progress, and several reaching ARE by the end of the year.	

Year 6 Reading Intervention	Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress	80% pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data) Improved pupil focus and engagement Close monitoring of independent reading and reading records.	Close monitoring of independent reading and personalised book recommendations for PP pupils with particular regard to sparking reading enthusiasm among reluctant readers (e.g. LA boys) New texts available in class book corners Continue to promote recommended reads
Year 1 phonics intervention	Deliver high quality phonic sessions to support children in reading development and increased % to pass the phonics screener.	82% pass rate for phonics screener completed for Year 2 in Autumn 2020;	Continue next year
Year 2 Maths Intervention Maths Lead to teach group of 8 PPG pupils 4 days a week; particular focus on mastery of number and calculation	Y2 Children targeted daily to make at /above expected levels of progress	Group was reduced to 6; good progress made across the year, 2 pupils making ARE.	Consider whether we have the capacity to run this intervention next year.
Phonics Intervention Years Rec, 1,2: Targeted phonics intervention ½ hr daily led by assistant head with extensive Phonics experience	For all PPG pupils (excepting those with acute SEND) to pass the Y1 screener.	Phonics pass rate was 81% in Y1; of those in the intervention group, all make good progress, but this is a group that will receive targeted intervention in Y2 to pass. The Y2 targeted pupils passed.	To continue next year.
Support in EYFS for PPG pupils with speech and language delay	Targeted afternoon interventions from the senior leader to address speech and language issues in PPG pupil as identified in Nursery and Reception classes.	Very effective in supporting targeted pupils during the time they had in school	To be reviewed in pupil progress meeting and the EYFS weekly planning meetings

Music lessons: small group violin tuition for 12 PPG pupils from Y4-6	To develop violin skills in PPG pupils who would otherwise struggle to get access to the instruments and tuition	In those taking examinations, there were 3 passes, 1 merit and 1 distinction.	To continue next year
Music therapy for 2 PPG pupils	Emotional regulation through music interventions	There are two PPG pupils with high SEND need who respond very well to therapeutic music sessions	Very effective, for the time that pupils were present
Music lessons: whole class music lessons from specialist teacher	For pupils from Nursery to Y6 to experience high quality music lessons. Extra intervention sessions for	Music is valuable in its own right, and has been shown to improve other areas of learning. PPG pupils may be in danger of not having access to first class music lessons	Excellent engagement in class, with several group performances over the year.
Other approaches			
Reading eggs	To close the gap in reading comprehension.	Increased use of these platforms during school closure for targeted yeargroups/pupils	Continue to use these platforms next year - target PP pupil use. These proved vital during periods of school closure
Maths seeds and Sumdog to support maths	To close the gap in maths, improve maths fluency	Increased use of these platforms during school closure for targeted yeargroups/pupils Sumdog for use across all yeargroups	Set weekly home learning on Sumdog. These proved vital during periods of school closure
Pastoral support from HLTA for Targeted group work for PPG pupils struggling with social, emotional and health issues. Playtimes and 3x weekly interventions in the afternoons; in-class	Targeted group work for PPG pupils struggling with social, emotional and health issues in afternoon sessions; in-class Y6 support for PPG pupils in core subjects; support with playtimes.	The in-class support for those with emotional and behavioural need was effective. The playground support had broad positive impact across the school.	Afternoon interventions were at times not possible due to HLTA being needed for cover etc.

Y6 support for PPG pupils in core subjects		Interventions were effective for the groups involved.	
Support for School journey: To provide financial assistance for children attending educational school journey in Years 6	For all pupils to attend the school journey; for all families to receive the support they need for them to pay in instalments if necessary.	School journey was cancelled due to Covid	Try again for next year's trip.
Clubs, Rise and Shine, Trips and sporting competitions: Targeted funding for children to attend afterschool clubs safe and stimulating after-school environment, and the ability to attend team events outside of school time	All pupils to have access to clubs, regardless of financial means. To support mental and physical well-being of PP children. To ensure children happy and engaged. To provide structured play opportunities after school hours. PPG pupils to attend breakfast club free of charge: ensuring punctuality, breakfast and exercise before the school day begins.	Of the average of 25 pupils who are regular attendees, 20 are PPG. Of the total 60 pupils on the register, 44 are PPG.	Continue with breakfast club for the reasons of punctuality, nutrition, and health.
For specific details about interventions accessed by individual pupils see provision maps and TTTs. For specific details about pupil attainment and progress data please see year group summaries and pupils progress reviews.			
			Total = £138,500

4. Intended outcomes 2020-21					
A.	Raising attainment and progress to close the gap between PP and non-PP pupils				
B.	Provide curriculum enrichment and acquisition of cultural capital				
C.	Improve parental engagement and pupil attendance and punctuality				
D.	Support pupil's social, emotional, behavioural development				
5. Planned expenditure 2020-21 £130,465					
i. Quality of teaching for all					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To rigorously monitor, track and report on all pupil data and targets.	Pupil progress meetings Termly data review LT meetings to analyse data and discuss interventions Regular inclusion team meetings to discuss key pupils and interventions TTTs for SEN pupils - reviewed biannually Intervention overviews and off-site provision maps in place Writing moderation meetings Personal target setting - Maths and English Year group overviews completed on termly basis Use of standardised assessments Report to parents - Mid-year and end of year reports, parent consultations twice per year, annual reviews	Need to rigorously analyse assessment data to identify individuals or groups underattaining or underachieving to put in place appropriate support. This is even more important this year in light of the extended period of school closure.	SLT year group leads overseeing data for each year group All LT and Maths/English/Reading leads receive training on use of SIMs for assessment data analysis Regular inclusion meetings Termly LT data review meetings	MVV + SLT	Termly

			SENDCo overseeing all TTTs and intervention overviews		
To develop staff's subject and pedagogical knowledge and skills to ensure quality of teaching is good or better.	<p>Staff training including INSET, external courses, NQT courses and Maths Hub courses/projects</p> <p>Internal and external TA training</p> <p>Subject/curriculum meetings with subject leads</p> <p>Regular year group and cross federation year group meetings</p> <p>Writing moderation meetings every term and cross-school writing moderation once per year - focus on PP writing outcomes</p> <p>Keep abreast latest educational developments and publications</p> <p>Develop staff library of education texts</p> <p>Effective, high-quality feedback provided by T/TA/ST</p> <p>Apply mastery approach to teaching of Maths</p>	<p>EEF Toolkit: Mastery learning</p> <p>1 x NQTs 1 x NQT+1s</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF)</p>	<p>QA of all INSET by HoS</p> <p>Good/outstanding lesson observations</p> <p>Ensure high levels of Inclusion - all children access learning</p> <p>Books show evidence of learning</p> <p>High levels of speaking and listening in lessons</p>	SLT	Termly
To monitor and support staff's teaching practice to ensure quality of teaching is good or better.	<p>Coaching cycles</p> <p>Mentoring</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Co-planning</p> <p>Modelled lessons</p> <p>Team teaching</p> <p>Peer observations</p> <p>Book scrutinies</p> <p>Performance management</p> <p>PPA with partner teacher</p> <p>SLT year group lead</p>	<p>EEF Toolkit: Mastery learning</p> <p>1 x NQTs 1 x NQT+1s</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF)</p>	<p>NQTs and NQT+1s all have mentor assigned from SLT</p> <p>All staff have a performance manager - 3 meetings and 2 formal lesson obs per year</p> <p>Year group leads and subject leads provide support where needed</p>	Subject leads + SLT	Termly

			Regular subject monitoring and feedback		
To provide subject specialists and experienced teachers to ensure quality of teaching is good or better across the breadth of the curriculum.	Subject specialists for PE, Art, Music, Spanish. Maths mastery specialist English hubs specialist in early reading and writing PPA covered by subject specialists and SLT	EEF Toolkit: Arts participation Sports participation Social emotional learning 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF)	Performance management of subject specialists including lesson observations Promotion of enrichment opportunities among whole school	SLT	Termly
To provide outdoor learning opportunities.	Effective use of outdoor classroom in EYFS Informal Forest School for Y1 Small group gardening sessions with school gardener	EEF Toolkit: 'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. ...and on non-cognitive outcomes such as self-confidence.'	EYFS leader oversees the use of the outdoor classroom.	WMS JR	Termly

Budgeted cost = £37000

ii. Targeted pupil support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide additional, targeted support in lessons to ensure rapid progress	All year groups to have at least one general TA or ST per class - more in Rec and Nur. Target key pupils in lessons based on need Provide with social, emotional, behaviour support Support with class assessment Create additional resources	EEF Toolkit: Individualised instruction Teaching assistants	AHT and SENDCo responsible for staffing of TAs across the school Performance management of all TAs Year group leads overseeing provision in each year group	JR MVV	Termly
To improve attainment and accelerate progress for pupils under attaining in Reading/Phonics	3-way split so all children receive small group phonics teaching at the appropriate level Year 2 Phonics intervention - daily 30 minute sessions delivered by CT, SLT	EEF Toolkit: Phonics Reduced class size Yr 2 teacher assessment and termly phonics data	Year group lead responsible for organising CTs oversee interventions, frequently evaluating and making relevant alterations Intervention and pupils in group reviewed in pupil progress and TTT meetings Linked to day-to-day teaching	AF	Termly

			Monitored by phonics lead		
To improve attainment and accelerate progress for pupils under attaining in Reading/Phonics	<p>3-way split so all children receive small group phonics teaching at the appropriate level</p> <p>Year 1 Phonics intervention - daily 30 minute sessions delivered by CT/SLT/TA</p>	<p>EEF Toolkit: Phonics Reduced class size</p> <p>Yr 1 teacher assessment and termly phonics data</p>	<p>Year group lead responsible for organising CTs oversee interventions, frequently evaluating and making relevant alterations</p> <p>Intervention and pupils in group reviewed in pupil progress and TTT meetings</p> <p>Linked to day-to-day teaching</p> <p>Monitored by phonics lead</p>	WMS AF	Termly
To improve attainment and accelerate progress for pupils under attaining in Reading/Phonics	<p>3-way split so all children receive small group phonics teaching at the appropriate level</p> <p>Reception Phonics intervention daily 30 minute sessions delivered by CT</p>	<p>EEF Toolkit: Phonics Reduced class size Rec baseline and termly phonics assessment</p> <p>Rec teacher assessment and data</p>	<p>Year group lead responsible for organising CTs oversee interventions, frequently evaluating and making relevant alterations</p> <p>Intervention and pupils in group reviewed in pupil</p>	ES JR	Termly

			<p>progress and TTT meetings</p> <p>Linked to day-to-day teaching</p> <p>Monitored by phonics lead</p>		
<p>To develop children's speech, language and social skills.</p>	<p>Speech and language interventions (Nur/Rec/Yr 1)</p> <p>Nur/Rec - small group SALT group based on Box Clever (once a week each) and targeted interactions with key children during play and choosing (daily)</p> <p>Social skills interventions once a week (Rec/Yr 1)</p> <p>Targeted support for Reception children's social skills during playtimes</p> <p>Individualised targets in TTTs</p> <p>Individualised resources and strategies put in place</p> <p>High expectations of speaking and listening in all lessons</p> <p>Targetted TA support in lessons</p>	<p>EEF Toolkit:</p> <p>Oral language interventions</p> <p>Social and emotional learning</p> <p>Small group tuition</p> <p>1:1 tuition</p> <p>Teacher assessment and data</p>	<p>Overseen by year group leads</p> <p>Reviewed in inclusion team meetings</p> <p>Training and support from SENDCo</p>	CZ MVV	Termly

To improve speech and language development for pupils.	<p>Communication champions - small group and 1:1 interventions led by qualified Communication Champion TA (trained by NHS Speech and Language Service)</p> <p>Early intervention - Early focus on screening and support initially in EYFS and Y1.</p> <p>Focused small group sessions directed to specific identified needs.</p> <p>Assessment summaries and strategies shared with teachers.</p> <p>Targets fed into individual TTTs</p>	<p>EEF Toolkit: Oral language interventions</p> <p>Small group tuition 1:1 tuition</p> <p>Teacher assessment and data</p>	<p>Regular meetings with SENDCo to evaluate intervention Supervision from NHS Speech and Language Therapist Communication with CT to ensure sessions are linked to pupil targets and day-to-day teaching Intervention and pupils reviewed in inclusion team meetings and pupil progress meetings</p>	<p>MVV JR</p>	<p>Termly</p>
To support children's social, emotional and mental well-being.	<p>Training for staff in regards to recovery curriculum and trauma-informed approaches Ongoing pastoral support from CT/TA/ST Parent meetings to discuss concerns Referrals to outside agencies e.g. CAMHS, Mind, P2B,</p>	<p>EEF Toolkit: Social emotional learning 1:1 tuition Behaviour interventions</p> <p>Teacher assessment</p>	<p>Overseen by AHT - regular meetings with SENCo Reviewed in inclusion team meetings</p>	<p>MVV BM</p>	<p>Termly</p>
Budgeted cost = £79000					
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Raise self-esteem and aspirations and instil a sense of belonging and community</p>	<p>Review curriculum to ensure inclusive, representative and diverse Anti-racism staff training Anti-racism working groups - curriculum, recruitment Anti-racism staff library Ensure all book corners include good range of representative texts Anti-racism staff recommendations for self-led learning Black history week, including anti-racism lessons for pupils</p>	<p>‘The curriculum that is taught in schools needs to incorporate each individual child’s background, to give them self-worth and for them to have pride in who they are.’ (UKLA)</p>	<p>Anti-racism working groups Subject leads review curriculum All events organised or overseen by SLT</p>	<p>SLT MVV</p>	<p>Feedback and review after BHW End of year</p>
<p>To provide free access to online learning platforms and additional learning materials to close attainment gap and ensure progress in English and Maths</p>	<p>Free Reading Eggs subscriptions, Free Mathseeds subscriptions Free CGP workbooks (physical resources for use in school closure) Staff monitor and promote usage of online subscriptions</p>	<p>EEF Toolkit: Parental engagement Reading comprehension strategies Homework (primary)</p>	<p>Subscriptions overseen by Reading and Maths leads Data analysed in termly data review meeting and pupil progress meetings Access to subscriptions detailed in intervention overviews</p>	<p>SLT</p>	<p>Termly</p>
<p>To ensure PP pupils have access to high quality texts</p>	<p>Ensure PP pupils have a good number of texts to read over holiday periods High quality and representative texts available in all class book corners Good selection of banded books available in EYFS and KS1 CT/TA book monitoring and changing for PP pupils Big Cat Collins online banded texts</p>	<p>EEF Toolkit: Parental engagement Reading comprehension strategies Teacher book monitoring</p>	<p>Texts and reading provision overseen by Reading lead Monitor completion of PP pupils reading records</p>	<p>AF</p>	<p>Termly</p>

	1:1 reading with key PP pupils (support staff or volunteer readers)	Previous low attendance of PP pupils at book clubs Teacher assessment and data			
To increase parental engagement with education and the school community	<p>All vulnerable families to be reviewed in inclusion meetings with allocated person to oversee.</p> <p>Follow up with parents who don't book parent consultation meetings</p> <p>Print knowledge organisers for PP families</p> <p>Parental engagement for all families:</p> <p>Curriculum overviews on website</p> <p>Knowledge organisers provided for Maths, History, Geog, Science, Art and Spanish</p> <p>Weekly newsletter</p> <p>SLT present on the gate every am and pm</p> <p>Whole school community events - international evening, winter fair, summer fair, movie nights, charity events</p> <p>ASA meetings and events</p> <p>All staff contactable via email</p>	EEF Toolkit: Parental engagement	<p>Parent workshops QA by HoS</p> <p>Knowledge organisers developed by subject leads</p> <p>Whole school events organised by SLT in partnership with ASA</p> <p>HoS attend FSA meetings</p> <p>All school comms to go through SLT</p>	BM SLT	Termly

To improve attendance and punctuality of PP pupils	HoS and SAO monitor and track attendance and punctuality weekly to ensure early identification of need Organise parent meetings Communicate with Early Help	PP pupils cf Non PP pupils = -3% 2019-2020	Regular meetings with HoS and SAO to monitor attendance Data reviewed in inclusion team meetings Data shared with governors	BM SL	Fortnightly
To provide enrichment opportunities/full range of educational experiences and affordable wraparound care.	Financial assistance with trips including residentials Free loan of violin for lessons, free lessons Very heavily subsidised clubs	EEF Toolkit: Arts participation Sports participation Summer schools	Financial assistance managed by school bursar	HoS	Termly
To support children's mental health and well-being	Mindfulness lessons delivered by subject specialist Staff trained on trauma approaches Recovery curriculum implemented across the school Mental Health Champions training for all teachers Pastoral support and PSHE both key focus during and after lockdown	EEF Toolkit: Social and emotional learning	Sendco responsible for inclusion and trauma approaches Observations from HoS	MVV BM CZ	Termly
Budgeted cost = £18000					
iv. School closure provision					

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure continuity of education for all pupils.	<p>Daily live morning register to explain the day's timetable and expectations</p> <p>2 x weekly live PSHE lesson</p> <p>2 x weekly PE lessons</p> <p>1 x weekly live music lesson</p> <p>Interventions twice a week for targeted PPG pupils</p> <p>Use of a single platform to upload all filmed lessons (GC/Tapestry) and any messages to pupils</p> <p>Differentiated learning provided for some pupils</p> <p>Feedback provided on pupils' work</p> <p>Use of Oak National Academy lessons in line with school curriculum</p> <p>Hard copy resources provided to all pupils (CGP books, stationery, PukkaPads)</p> <p>Reading book bundles</p> <p>Weekly timetables provided - with flexible approach</p> <p>Rigorous monitoring of pupils attending live sessions and submitting work on learning platform</p> <p>Regular communication with families having difficulties engaging with remote learning to identify and remove barriers</p> <p>Children of critical workers and vulnerable pupils attending school</p> <p>weekly filmed assemblies</p>	<p>DfE requirements</p> <p>Best evidence on supporting students to learn remotely (EEF)</p>	<p>Monitoring by SLT</p> <p>Regular feedback from class teachers/support staff</p>	SLT	Weekly

<p>To provide 1:1 and small group interventions for under-attaining pupils.</p>	<p>1:1 TA providing regular 1:1 support to enable pupils with EHCPs to access learning</p> <p>Personalised physical resources created for EHCP pupils</p> <p>Each yeargroup teacher is delivering 4 interventions per week.</p>	<p>Autumn assessment data</p>	<p>Monitored by year groups leads and SENDCo</p> <p>Regular feedback from staff</p>	<p>SLT CTs</p>	<p>Weekly</p>
<p>To monitor and support children and families' mental health and well-being (safeguarding).</p>	<p>Children of critical workers and vulnerable pupils attending school</p> <p>Daily live morning meetings - register taken to track attendance</p> <p>1 x weekly live PSHE lesson</p> <p>2 x weekly live PE lessons</p> <p>1 x weekly live music lesson</p> <p>1 x weekly live KS2 mindfulness lesson</p> <p>Rigorous monitoring of pupils attending live sessions. Google Doc Tracker used by all involved adults, RAG system to flag concerns.</p> <p>All concerns and direct contact with pupils/families recorded on CPOMS.</p> <p>Staff contact pupils not engaging with learning e.g. not attending live zooms, not uploading work, no logging in etc</p> <p>CTs/SLTs answering emails from parents</p>	<p>Feedback from pupils and families</p> <p>Based on prior knowledge or pupils and families</p>	<p>Rigorous monitoring and recording by all staff</p> <p>Regular feedback from parents</p>	<p>CTs SLT</p>	<p>Weekly</p>
<p>Budgeted cost =£6000</p>					
<p>Total budgeted cost = £130,000</p>					